DOCUMENT RESUME

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ABSTRACT

An inservice teacher education program is described in which participants experience one method of individualizing instruction through use of programmed learning workbooks and in the presence of a group leader. Inservice topics covered include self-appraisal, analysis tools, and Kurt Lewin's theory of force field analysis. Objectives are to deal with an overview of individualizing instruction and to provide action steps in evaluating and implementing individualized instruction and learning. Information is provided on program purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INDIVIDUALIZATION OF INSTRUCTION...A PROGRAMMED APPROACH

Publication Date(s): Copyright, 1973

Intended Users: Teachers, especially group leaders, who will conduct inservice in individualizing instruction

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): Elementary - Secondary

Number: Group of 20

Primary Focus: Through use of programmed learning workbooks and in the presence of a group leader with a prepared script, participants will experience one method of individualizing instruction including strategies for evaluation and use.

School subject(s) and/or inservice topic(s) covered:

Self-appraisal, analysis tools, and Kurt Lewin's theory of force field analysis are the inservice topics.

What participant does in using the materials:

Participant: 1) Listens to a narrated presentation of 57 transparencies which give an overview of the program; 2) completes 4 programmed sections of overview in a workbook; 3) completes self-evaluation "Profiles"; and 4) participates in evaluation activities and planning for implementing the program.

Resources:

The complete unit includes: 1) Leader's Guide (16 pp.); 20 programmed workbooks (64 pp.); 20 self-evaluation Profiles (2 pp.); 20 evaluation workbooks (32 pp.); 57 transparencies and miscellaneous workshop materials (color pencils, scissors). These are packaged in a plastic box with a handle.

The program is divided into Parts I and II, Overview and Evaluation.

Total inservice time is about three hours for Part I and 1-1/2 days for Part II.

Describer critique: The sound educational principles and goals of the developers may be undermined by the teaching strategies that are employed and encouraged. That is, the product essentially supports learner acquisition of fact (not necessarily knowledge and understanding); reinforces the authority of the teacher (guide) and his tools (workbooks); rather than sustains learner-initiated inquiry, discovery, leadership and exchange with peers. The strategies may not enhance students' learning, nor may they actually assist in individualizing instruction.

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1.0 PURPOSES:

The developers state:

"The intent of this unit is to provide a means by which educators can more effectively meet the unique needs of each student"; i. e., by individualizing instruction. Toward this end, the developers outline activities which meet these specified objectives:

1) Deal with an overview of individualizing instruction.

2) Provide action steps in evaluating and implementing individualized instruction and learning within individual instructional settings.

The developer does not specify the rationale of the product. The describer infers the rationale as the creation of a teaching and learning model (programmed texts) and individual as well as group experiences) to demonstrate the individualization of instruction.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The program is divided into Parts I and II, Overview and Evaluation.

Part I - Overview: Materials include: 1) a programmed workbook (64 pp.) which focuses on the three components of an individualized instructional program -- the teacher, learner and instructional materials and their interdependent functions. There are pretests, posttests and a Progress Chart on which to record test results in the workbook, 2) 57 transparencies (with a script contained on pages 4 - 10 of the Leader's Guide) and 3) an individualization profile, a two-page checklist.

Part II - Evaluation and Action Steps: Materials include an evaluation workbook (22 pp.) which provides a practicum program for studying one's own methods of operation as they pertain to individualizing learning and instruction (pp. 1 - 10) and a problem solving strategy for implementation of the product (pp. 10-22).

Sequence

There are no prerequisites. The developers recommend this sequence: 1) completing the programmed workbook, 2) viewing transparencies, 3) completing the individualization profile, and 4) carrying out the steps, strategies, activities and exercises in the evaluation workbook (which are designed to assess understanding and implementation of the program).

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

Participant works alone and in groups. In a group s/he 1) views transparencies and listens to their narration, and 2) plans action steps toward implementing change in a classroom, school or district. Independently, participant 1) completes four sections of programmed text which serve as introduction to the subject, 2) marks appropriate answers on a checklist (Individualization Profile) and sorts out prepared statements in the evaluation workbook according to a particular pattern, (to indicate actual program practice or degree of implementation in his class, school or district). The group leader guides the participants throughout the various activities of the learning program.

3.2 Help given in use of product:

The Leader's Guide explains the structure of the program and describes each section of the two main parts. Directions are given for how much space and time are required for the sessions and when to break for coffee or a stretch. The group leader may be a teacher who has studied the materials.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

In Part I, Overview Workbook, sections are programmed instruction texts. Before moving ahead, participant takes a pretest and proceeds to complete prescribed work. The posttest results indicate completion or mastery or further work toward remediation. "Test-teach-test" is the philosophy inherent in these materials and the actual learning (and teaching) of the materials incorporates the same formula. The first section on evaluation (in Part II) provides tools for individuals to assess not necessarily mastery of the product, but of the process. Formal records of performance are not kept.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Arrangements must be made for equipment, space and time. An overhead projector is required to show the transparencies. A group leader is required to conduct the entire inservice and to attend to provisioning the supplementary readings and films which are recommended in the appendix to the Leader's Guide. A group that is larger than 20 would necessitate preparation of additional forms. The developer states in the Leader's Guide that about 3 hours is required to complete Part I and 1-1/2 days for Part II. The leader would presumably require twice that amount for previewing all the materials, in addition to several hours required for arranging the logistics.

5.2 Distributor name/address:

Paul S. Amidon and Associates, Inc.
1966 Benson Avenue
St. Paul, Minn. 55116

(612) 690-2401

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INDIVIDUALIZATION OF INSTRUCTION	$145	-	1	Yes

includes:

1 Leader's Guide
20 programmed workbooks
20 individualized profiles
20 evaluation workbooks
57 transparencies
miscellaneous workshop materials

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. William Gingold is Director of Children's Service at the Southeast Mental Health and Retardation Center at Fargo, North Dakota. Mrs. Phyllis Gingold is at Moorhead State College and supervises a practicum for teachers and instructs in reading methods. Jointly they conduct workshops in individualization of instruction, prescriptive teaching, formal and informal diagnosis, behavior modification, observing children and styles of learning.

6.2 How developed and when:

During the 1970's, the material was developed with the assistance of three consultants: Drs. Robert Clasen, Sal Elsen and Jack Black. It was field tested by over six hundred teachers, principals, superintendants and college personnel.

6.3 Evidence of effectiveness with users:

No data is available on the results of the field testing mentioned above.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The materials are appropriate, since they enable users to achieve the developers' stated purpose: i. e., experience one method of individualizing instruction. The subject matter is for study by all teachers in all grades and fields of concentration. It is also adaptable for use with children who have special learning needs, styles, interests and talents. The design, format and duplication of all materials are simple and pleasing.

Content accuracy/social fairness/community acceptance issues:

There appears to be a match between program philosophy and principles with knoweldge in the field. Sex, age, race or ethnicity are not issues here.

There would be no problem with community acceptance.

Overall summary/comment:

The teach-test-teach model, employed in conjunction with individual and group activities, has merit in its appeal to a range of learner styles. The redundancy of the programmed text formats may have an effect of either reinforcing learning or discouraging it.